

## Board Meeting

Date of Meeting	Monday 1 June 2015
Paper Title	Regional Planning Alignment
Agenda Item	8
Paper Number	BM5-E
Responsible Officer	Alex Craig, Depute Principal City of Glasgow College
Status	Disclosable
Action	For Decision

### 1. Report Purpose

**1.1** Building on previous strategic planning activity, the purpose of this report is to provide the Board with a clear strategy & delivery framework in which the Board can consider strategic priorities & planning for Glasgow, whilst avoiding duplication of effort, in aligning with the formation of the Regional Outcome Agreement (ROA). The ROA and its outcomes, impacts and outputs in turn informing the formation of college strategic and operational plans.

### 2. Proposals

**2.1** Proposals are as follows:

- 2.1.1** A joint 2016-17 planning event is held with GCRB Board members, Interim Regional Chair, Interim Chief Officer, assigned college Chairs and assigned college Principals. This event will consider the latest available demographic & geopolitical information.
- 2.1.2** **To create a single planning policy statement.** To capture, in a smaller number of words and in a more accessible format, a guide to the Regional planning system to ensure that those who have interest in it – have a pathway through the planning system, rather than having to look at multiple documents and try to work out which is the most relevant to their interests.
- 2.1.3** **To create a single planning document** that serves the purposes of strategic planning and the development of the ROA, therefore ensuring that the planning system is more intelligible and more of an aid to all of those who have an interest in it.
- 2.1.4** In addition previous ROA performance is considered in terms of priority outputs delivered to date.

**2.1.5** In addition priority outputs to be delivered in academic years 2015-16 and 2016-17 to be considered. These being:

- Increases in the volume of learning delivered (including European Social Funding);
- Increases in the volume of learning delivered to learners from the most deprived 10% postcode areas in Scotland;
- Increases in attainment levels for FE learners and 0.5% for HE learners;
- Increases in the number of students articulating to degree level courses with advanced standing to at Scottish Universities; and
- Increases in the proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying.

### **3. Background**

**3.1** The Glasgow College Region will receive over £77m in main teaching and fee waiver grant funding from the Scottish Funding Council (SFC) for academic year 2015-16 and the Curriculum and Estates Plan will aim to deliver 459,037 WSUMs of further and higher education in the Region.

**3.2** Funding is allocated on the basis of the outcome agreement between the College Region and the SFC, setting out the activities the region will undertake and the contribution that it is expected to make to nationally agreed outcomes.

**3.3** This funding is on the condition that the regional body signs and commits to delivery (by the assigned colleges) priority outcomes and impacts by the end of year 2016-17. These being:

**3.3.1** That more people in Glasgow and Scotland are in employment, education or training (right learning in the right place);

**3.3.2** That learning opportunities are accessible, supportive and representative of all (widening access);

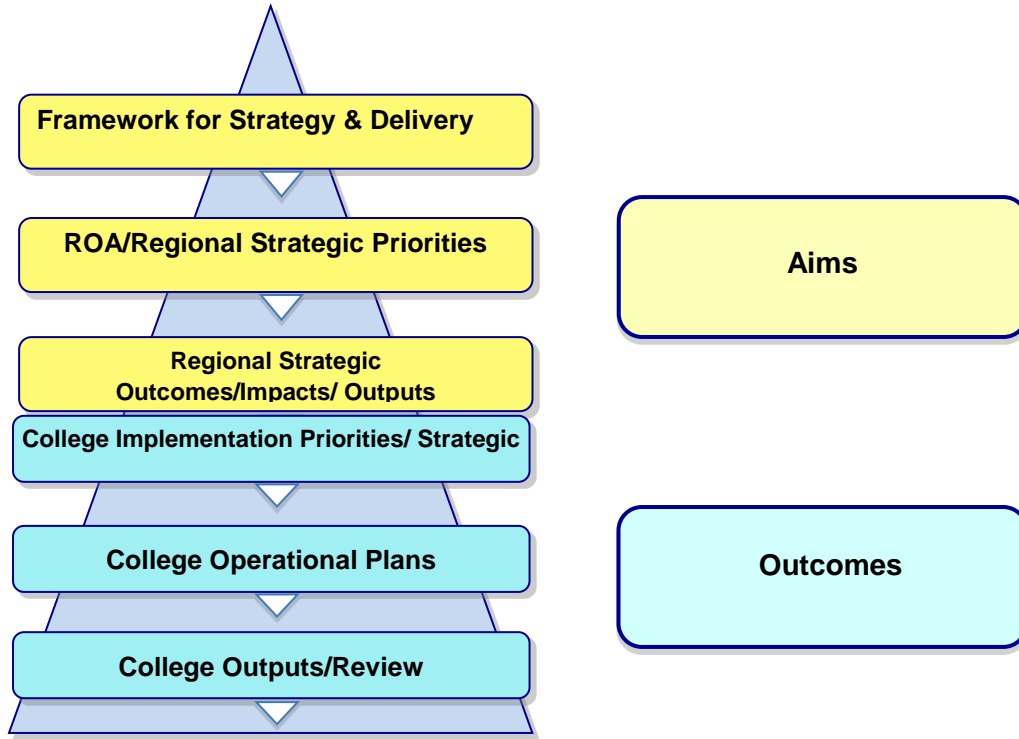
**3.3.3** That more learners achieve qualifications and can progress to further study and/or work (high quality and efficient learning); and

**3.3.4** That more students develop the appropriate skills needed to get a job, keep a job or get a better job (developing the workforce).

**3.4** Whilst the ROA for 2015-16 has been agreed and is in alignment with the Curriculum and Estates review for Glasgow, there is opportunity for GCRB to work in partnership with assigned colleges in the consideration of strategic priorities to inform the development of the 2016-17 ROA and a cohesive approach to planning.

#### 4. Strategic Planning: A Regional Approach

4.1 Assigned colleges assess their position in the strategic landscape, and respond to the ROA / Regional Strategic Priorities and its outcomes, impacts and outputs through the formulation of a set of Implementation Priorities (or College Strategic Plans). These in turn inform operational plans and operational planning.



## 5. The Planning and Delivery Cycle

- 5.1 This diagram illustrates the cyclic nature of the planning process, in which the completion of one cycle informs the development of the following cycle.
- 5.2 Individual colleges will undertake performance reviews throughout the session, and an annual review at a point in the year to be determined. These annual reviews will provide insights contributing to the strategic context for development and refinement of a single planning document Regional Strategy and ROA.



## 6. Regional Outcome Agreement – Thematic Structure

- 6.1 The ROA provides a summary regional context, together with the college response and priority outputs within the framework of the region outcomes. The following table provides a summary of this content within the ROA thematic structure, and also includes the key aspects under which the output measures and targets are grouped, as well as the priority impacts.
- 6.2 Regional Strategic Aims and related college implementation priorities may be aligned with this framework. This model ensures a highly visible alignment of strategic planning with the ROA, and builds upon a consensus already established.

**6.3** Further Strategic Priorities may be added to this framework, to reflect aspects related to, for example, financial sustainability, resources, and organisational development.

<b>ROA Outcomes/ Aspects</b>	<b>Priority Impacts</b>	<b>Regional College Response</b>
<b>Right Learning in the Right Place</b> <i>Residence/ Age</i>	Fewer people in Glasgow and Scotland not in employment, education or training	<ul style="list-style-type: none"> <li>• Provide a curriculum, meeting the needs of local communities;</li> <li>• A coherent regional curriculum;</li> <li>• Monitor enrolments by residence; and</li> <li>• Ensure provision attracts young learners</li> </ul>
<b>Widening Access</b> <i>Deprivation/ Gender/ Ethnicity/ Disability</i>	Learning opportunities are accessible, supportive, and representative of all	<ul style="list-style-type: none"> <li>• Support enhanced social mobility;</li> <li>• Widen access and increase participation;</li> <li>• Analyse regional participation rates;</li> <li>• Alignment with CPP Single Outcome Agreement;</li> <li>• Single set of Regional EQ Outcomes;</li> <li>• Identify and address under-representation by level, mode, and curriculum areas;</li> <li>• Target unemployed male residents; and</li> <li>• Assess/enhance support for complex needs.</li> </ul>
<b>High quality and efficient learning</b> <i>Attainment/ Articulation</i>	More learners achieve qualifications and can progress to further study	<ul style="list-style-type: none"> <li>• Significant improvement in NQ achievement rates;</li> <li>• Reduction in people with few qualifications;</li> <li>• Improve retention and attainment;</li> <li>• Coherent curriculum;</li> <li>• Identify progression improvement areas;</li> <li>• Enhance school/college services to develop employability, improve attainment, skills; and</li> <li>• Support greater HEI articulation opportunities.</li> </ul>
<b>Developing the workforce</b> <i>Economic Needs/ Portfolio Alignment</i>	More learners develop the appropriate skills needed to get a job, keep a job or get a better job	<ul style="list-style-type: none"> <li>• Coherent curriculum matching skills to industry employment needs;</li> <li>• Employer needs to support curriculum review via LMI and local, region, national employers;</li> <li>• Continual evaluation of curriculum relevance;</li> <li>• Increase achievement of vocational quals;</li> <li>• Full delivery of employability funded provision; and</li> <li>• Strategic regional approach to apprenticeships.</li> </ul>

**6.4** This proposal is not about a simplistic top down strategic plan imposition. Instead it highlights the need to integrate the differing planning challenges through a coherent framework, single policy and a single planning document, which can help guide decision makers within GCRB, assigned college Boards & Senior Management Teams of assigned colleges.

**6.5** Such an approach would provide overarching clarity, transparency and certainty for all stakeholders whilst providing sharp priorities and clear direction, creating a regional led system that is the cornerstone of decision making and linked to the allocation of SFC.